



KATE LU—THE TECH

The Springfest concert features MIT's very own Miguel Gomez-Garcia as the DJ, Bren Joy as the opener, and Tai Verdes as the headliner, Saturday.

Education officers present Course 6 curricula changes

*Fall 2022 curriculum revisions to be accompanied
by Course 6 subject renumberings released in April*

By Kristina Chen
PUBLISHER

The subject numbers used in this article reflect the numbering changes for Fall 2022 described in this article. The previous subject numbers are denoted in parentheses.

The electrical engineering and computer science (EECS) department held a presentation May 3 from 4–5 p.m. in 26-100 to introduce new/revised curricula for the electrical engineering and computer science (6-2), computer science and engineering (6-3), and the artificial intelligence and decision-making (6-4) majors. In addition to the revised curricula, the EECS department is renumbering its subjects beginning Fall 2022.

Joel Voldman PhD '01, faculty head of electrical engineering, presented changes to the 6-2 curriculum. The new curriculum eliminates the introductory subject requirement which was previously satisfied by one of 6.9080 (Introduction to EECS via Robotics, previously 6.01), 6.3400 (Introduction to EECS via Communication Networks, previously 6.02), 6.4900 (Introduction to EECS via Medical Technology, previously 6.03), or 6.9019 (Introduction to EECS via Interconnected Embedded Systems, previously 6.08).

Instead, the components of the major include four fundamental subjects, two math subjects, four system design subjects, one communicative-intensive (CI-M) subject, and five elective subjects. Students must take at least one additional CI-M subject and one project-based design laboratory subject as part of their required subjects.

The major's fundamental subjects include an introductory programming course (some variant of 6.100 [Introduction to Computer Science Programming in Python, previously 6.0001]), a discrete mathematics course (some variation of 6.1200 [Mathematics for Computer Science, previously 6.042]), an introductory algorithms course (6.1210 [Introduction to Algorithms, previously 6.006]), and an introductory programming course in the C and assembly languages (6.1900 [Introduction to Low-level Programming in C and Assembly, previously 6.0004]).

The system design component includes 6.190 (Computation Structures, previously 6.004), 6.2000 (Electrical Circuits: Modeling and Design of Physical Systems, previously 6.002), 6.3100 (Dynamical System Modeling and Control Design, previously 6.302), and 6.9000 (Engineering for Impact, previously 6.010).

For its math component, the curriculum no longer requires 18.03 (Differential Equations) and requires one linear algebra and one statistics course instead. To account for the removal of the differential equations requirement, 6.2000 and 6.3100 will be revised to include differential equations material in context.

The five elective subjects for the new 6-2 curriculum can be satisfied by two subjects from each of two electrical engineering tracks (comprising four subjects) and one additional subject from the EECS elective list. Students may choose from 12 possible tracks, including quantum systems engineering, energy systems, architecture, and hardware design.

Rob Miller MEng '95, education officer for 6-3, presented changes to the 6-3 curriculum, which also no longer requires an introductory subject (previously satisfied by one of 6.9080, 6.3400, 6.4900, 6.9010).

Similar to its old curriculum, the new 6-3 curriculum requires programming skills subjects, one discrete math subject (6.1200, previously 6.042), and three foundation subjects. In addition to an introductory Python course (some variation of 6.100, previously 6.0001), the new requirements include an introductory programming course in the C and assembly languages (satisfied by 6.1900, previously 6.0004). The three foundation subjects remain the same: 6.1010 (Fundamentals of Programming, previously 6.009), 6.1210 (previously 6.006), and 6.1910 (previously 6.004).

The new curriculum removes one header subject by no longer requiring one of 6.4100 (Artificial Intelligence, previously 6.0134) or 6.3900 (Introduction to Machine Learning, previously 6.036) to avoid overlap with the 6-4 major. The three header subjects, which remain the same from the old curriculum, are 6.1020

Course 6, Page 2

COVID-19 positive tests double in the last week

*Faculty and staff expressed concerns over
current Institute policies during Zoom call*

By Wenbo Wu
EDITOR IN CHIEF

599 MIT community members tested positive for COVID-19 between April 24–30, an uptick from the 284 positive cases from the week prior (April 17–23), according to a slide deck from a May 2 COVID-19 response call hosted on Zoom by Vice Chancellor for Undergraduate and Graduate Education Ian Waitz. The overall positive test rate also increased from 4.7% in the week of April 17 to 7% in the week of April 24.

According to the MIT Medical COVID-19 dashboard, in the seven days leading up to press time, there were 546 new positive cases: 381 student, 148 employee, and 17 affiliate cases.

A graph on the slide deck shows that 11.2% of undergraduate and 5.6% of graduate students who tested in April received a positive result.

"Throughout the pandemic, MIT cases have closely followed MWRA [Massachusetts Water Resources Authority] wastewater surveillance data trends," but that "changed last week, when the MWRA data declined but our case numbers rose," Vice President for Human Resources Ramona Allen, Provost Cynthia Barnhart PhD '88, Vice Chancellor and Dean of Student Life Suzy Nelson, Chancellor Melissa Nobles, Executive Vice President and Treasurer Glen Shor, MIT Medical Director Cecilia Stuopis '90, Waitz, and Vice President for Research Maria Zuber wrote in an email to community members May 2.

The mismatch between wastewater surveillance data and actual positive test counts is "due primarily to an increase in cases within our undergraduate student population," the email added.

The slide deck states that other than the "higher rates for undergraduates in the last week" driven "by typical end-of-semester social activities," there "are no significant patterns in the data."

Among isolating students, "there is a high demand for food deliveries" but people

"continue to do the right thing" by "testing and masking" when symptomatic or concerned about possible exposure, the slides state.

A transcript of the COVID-19 response call showed that a vast majority of, but not all, faculty and staff who were active in the chat expressed concerns surrounding MIT's recent COVID-19 policies. Concerns included the decision to discontinue mandatory testing and masking, students missing end-of-term classes or assignments, and whether instructors can recommend that students wear masks.

MIT will "continue to make high-quality masks available," including "via new vending machines," the slides state.

Additionally, "MIT is distributing rapid antigen tests to all residence halls," fraternities, sororities, and independent living groups, Nelson and Stuopis wrote in an email to MIT students May 4. "Supplies are limited, so please get a test only if you need one," their email stated.

Students with COVID-19-like symptoms "should not attend classes or take exams" and "instructors will make alternate arrangements," Nelson and Stuopis wrote.

One possible option for "students progressing satisfactorily with verifiable medical or personal issues" who are unable to complete end-of-semester work is the "Excused Absence or OX grade," the May 4 email stated. An OX grade allows students to "make up work at a later time for a grade that replaces the OX on the final transcript," but students "on the May/June degree list" who need to miss work "should work with their professors," Student Support Services, or GradSupport to "ensure that whatever is missed gets completed on time."

"While the decision to wear a face covering on campus remains a personal choice, masking is something individuals can always do to reduce the spread" of COVID-19, the May 2 email stated, adding that even "if wearing a mask is not important for you per-

COVID-19, Page 2



MELISSA JIMENEZ CAMEJO—THE TECH

The Musical Theatre Guild puts on *Into the Woods* within Little Kresge, Friday.

IN SHORT

The **last day of classes** for the Spring 2022 semester is May 10.

Final exams will happen between May 13–18.

Non-senior undergraduate **move-out** is May 19.

Pre-registration for Summer 2022 classes closes May 26; for Fall 2022 classes, pre-registration closes June 16.

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Send news and tips to news@tech.mit.edu.

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WEATHER

Overcast occasions only

By Phoebe Lin
STAFF METEOROLOGIST

A series of overcast, partly cloudy days are preparing to cast a gloom over Cambridge this coming week-end with temperatures in the mid-50's and 60's. Some larger precipitation systems are slowly making their way across the US, dropping thunderstorms, strong

winds, and even hail along the way!

In this final stretch of the semester, even the sky seems a little hosed and gloomy as we've been experiencing some showers and cloudy weather this week. Make sure to pair your studying with some warm lights, or a microwaved mug of water or scalding hot soup to keep your spirits high!

Extended Forecast

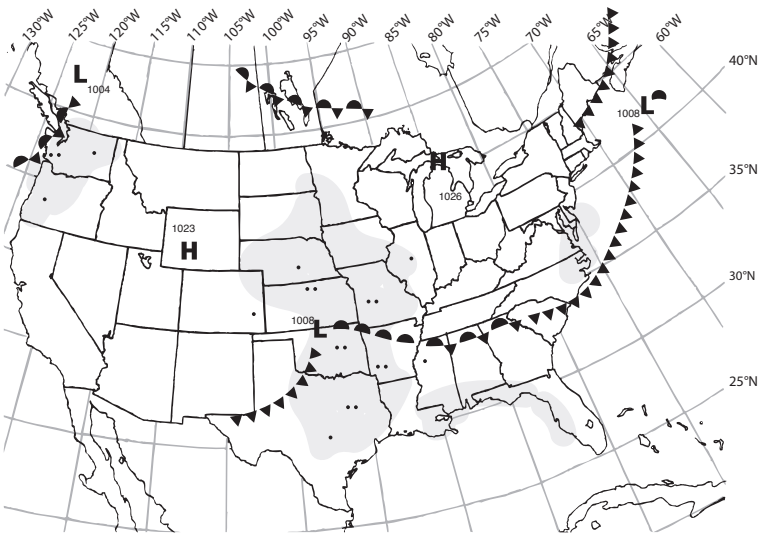
Today: Mostly sunny. High around 64°F (16°C). North winds 5-8 mph.

Tonight: Partly cloudy. Low around 50°F (10°C). Southwest winds 4-6 mph.

Tomorrow: Mostly cloudy. High around 60°F (18°C) and low around 47°F (8°C). East winds 6-8 mph.

Saturday: Mostly cloudy. High around 52°F (11°C) and low around 46°F (8°C). Northeast winds 12-16 mph.

Sunday: Mostly sunny. High around 57°F (14°C) and low around 39°F (4°C). East winds 10-15 mph.



Situation for Noon Eastern Time, Thursday, April 28, 2022

Weather Systems	Weather Fronts	Precipitation Symbols	Other Symbols
H High Pressure L Low Pressure S Hurricane	Trough Warm Front Cold Front Stationary Front	Snow Rain Showers Light Moderate Heavy	Fog Thunderstorm Haze
Compiled by MIT Meteorology Staff and The Tech			

Nelson and Stuopis ‘strongly encourage’ masking indoors

COVID-19, from Page 1

sonally, it is an action that may be appreciated by others around you.”

Nelson and Stuopis wrote that they “are strongly encouraging all students, staff, postdocs, faculty, and campus visitors to wear high-quality masks indoors.”

“The MIT community is made up of exceptional individuals, people who care about and look out for one another,” the May 2 email stated, concluding that if

community members take extra precautions in the coming weeks, there is “no doubt that we will finish the academic year on a positive note.”

EECS department undecided about potential 6-1 changes

Course 6, from Page 1

(Elements of Software Construction, previously 6.031), 6.1800 (Computer Systems Engineering, previously 6.033), and one of 6.1400 (Computability and Complexity Theory, previously 6.045) or 6.1220 (Design and Analysis of Algorithms, previously 6.046).

The new 6-3 curriculum also includes one CI-M subject and five elective subjects. The five electives can be satisfied by two subjects from one computer science track and one of any Course 6 track, along with one additional subject from the EECS elective list.

Both the 6-2 and 6-3 CI-M subject requirements can be satisfied by either 6.UAT (Oral Communication) or 6.UAR (Seminar in Undergraduate Advanced Research).

Students already majoring in 6-2 or 6-3 or planning to switch to one of the two majors may choose to satisfy either the old or new requirements, but new students arriving in Fall 2022 and later must satisfy the new requirements.

Leslie Kaelbling, education officer for 6-4, presented the curriculum for the new major, which was approved at the April faculty

meeting and will be available for students to declare next fall.

The 6-4 curriculum requirements include some variation of 6.100 (previously 6.0001), three math subjects (one discrete math, one linear algebra, and one statistics), and two foundation subjects (6.1010, previously 6.009 and 6.1210, previously 6.006). The requirements also include five center subjects, one each from the data-centric, model-centric, decision-centric, computation-centric, and human-centric subject lists.

Additionally, the requirements include two CI-M subjects (one of 6.UAT or 6.UAR and an additional CI-M) and two elective subjects (one from the list of advanced undergraduate subjects for 6.4 students or a 6-4 CI-M and one from the EECS elective list or from the Course 18 requirements).

At least one of the subjects taken by 6-4 students must be from the societal and ethical responsibilities of computing subject list.

The full list of old and new requirements for the majors, including additional details on the subjects satisfying the requirements, can be found at the EECS website.

The presentation was followed by a question and answer session moderated by EECS undergraduate officer Katrina LaCurts.

LaCurts asked Voldman, Miller, and Kaelbling how a prospective student could approach choosing between 6-2, 6-3, and 6-4.

Miller recommended that students take introductory courses covering several disciplines, such as 6.1010 (previously 6.009), 6.1210 (previously 6.006), or 6.1900 (previously 6.0004), that could contribute to the requirements for any of the three majors.

Kaelbling added to Miller's response by describing these classes as “diagnostic of what [students] are interested in” and noting that the “lowest level” of courses for the majors is “quite shared.”

When asked about potential changes to the 6-1 major, Voldman said that the department had not yet decided what to do with 6-1 and that “it’s a conversation” the department will be having “over the coming year.”

With the introduction of the 6-4 major and the curricula restructuring, the EECS department will also renumber its subjects to account for its three parts

(electrical engineering, computer science, and artificial intelligence and decision-making) with a consistent scheme.

The main changes include changing all 3-digit numbers to 4-digit numbers.

Most of the new numbers take the form 6.xxx0. The department website writes that when talking about the subjects out loud, speakers should “ignore the trailing zero and just read the first three digits as significant.” The trailing 0 exists to distinguish between old and new numbers.

Subjects with numbers from 6.1xxx-6.4xxx are introductory and undergraduate subjects, and subjects with numbers from 6.5xxx-6.8xxx are graduate or advanced undergraduate subjects.

Subjects with the form 6.xxx1 or 6.xxx2 are variants of the base subject 6.xxx0, with 6.xxx1 denoting the undergraduate variant of a graduate-level base subject and 6.xxx2 denoting the graduate variant of an undergraduate-level base subject. Additionally, some subjects end with A, B, or L, denoting submodules lasting for the first or second halves of the semester.

Lettered subjects such as 6.UAT, 6.UAR, and 6.THM remain unchanged.

CORRECTIONS

An interview with Luke Igel '22 in last week's issue of The Tech featured some grammatical inconsistencies and misquotes. These inconsistencies have been fixed in the web version of the article at thetech.com.



MICHELE GABRIELE—THE TECH

Students enjoy snacks, games, and shade during the Springfest Carnival, Saturday.



MICHELE GABRIELE—THE TECH

Students enjoy brunch as they listen to their peers perform at the Warehouse Graduate Residence, Saturday.

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A MESSAGE FOR MIT DEAN & AMAZON DIRECTOR DANIEL HUTTENLOCHER

Daniel Olayiwola didn’t expect to use his EMT and Army medic training on the Amazon warehouse floor. But when his diabetic coworker wasn’t allowed enough time to take his insulin and suffered a seizure, it was Daniel who jumped into action — even when management didn’t.

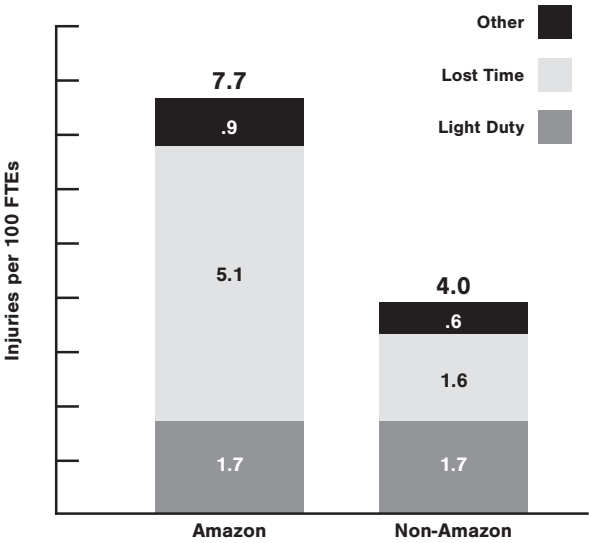
Now Daniel is calling on the company to end the dangerous productivity quotas and constant surveillance that push employees to the brink — in late May, he will become the first Amazon warehouse worker in history to introduce a floor resolution at the annual meeting when shareholders join together to vote and decide the future of the company.

Make sure Bezos, the board, and Amazon shareholders know we expect them to stand with Daniel and Amazon workers on this important issue.

Scan this code and add your name today!



Amazon warehouse workers are almost **twice as likely to be injured** on the job as other warehouse workers



Source: Strategic Organizing Center, April 2022

UNITEDfor RESPECT

MOVIE REVIEW

New ‘Fantastic Beasts’ better than its predecessor but suffers from predictability

There are no secrets in the movie unless you are referring to open secrets

★★★★☆

**Fantastic Beasts:
The Secrets of
Dumbledore**

Directed by David Yates

**Screenplay by J. K.
Rowling and Steve Kloves**

**Starring Eddie Redmayne,
Jude Law, Dan Fogler, and
Mads Mikkelsen**

Rated PG-13, Now Playing

By Vyshnavi Vennelakanti
STAFF WRITER

“Things that seem unimaginable today will seem inevitable tomorrow if we don’t stop him,” warns Dumbledore (Jude Law). This line sets the tone for the third installment in the *Fantastic Beasts* franchise, a stunning sequel about nefarious wizard Gellert Grindelwald’s (Mads Mikkelsen) scheme to take over the Wizarding World and wage a war against Muggles.

The movie opens in a café where a younger Dumbledore and Grindelwald meet to

discuss the choices they have each made in their lives. This is the first time in the Harry Potter franchise that Dumbledore confesses his love for Grindelwald. While this scene lasts only for a few minutes, it underscores how Dumbledore’s subsequent conflict against Grindelwald inflicts great pain on Dumbledore himself.

In the present (early 1930s), magizoologist Newt Scamander (Eddie Redmayne) helps a Qilin, a magical creature with precognitive abilities, give birth. Before he can fully admire the baby Qilin, Grindelwald’s associates, led by Credence, also known as Aurelius Dumbledore (Ezra Miller), capture the baby Qilin for Grindelwald, who harnesses the precognitive abilities of the Qilin to carry out his plans for world domination. However, unbeknownst to Grindelwald and his associates, the Qilin has a twin, which is rescued by Scamander. The remainder of the movie revolves around how Dumbledore, aided by Scamander, Jacob Kowalski (Dan Fogler), and some friends, thwarts Grindelwald’s evil schemes with the help of the forgotten twin Qilin.

While the first two movies in the *Fantastic Beasts* franchise focus on the diversity of magical creatures in the world, this installment digresses from that theme. Instead, *The Secrets of Dumbledore* centers wizards resorting to electoral fraud. (Yes, Grindelwald leaves no stone unturned when it comes to plotting world domination!) We are transported to the German Ministry of Magic in the early 1930s and witness a surge in support for Grindelwald. The parallels

between Grindelwald and Hitler are not surprising, given the political climate of the Muggle world around that time in Berlin.

This movie is brimming with action sequences, and the visual effects are breathtaking, whether in duels between wizards and witches, the grandiosity of the German Ministry of Magic, a wizard prison, or magical creatures soaring through battles. While the question of whether Dumbledore will be successful in thwarting Grindelwald’s attempt to become the leader of the Wizarding World is very engaging, some of the film’s sequences and conversations feel too long and act as filler. While the movie promises a satisfying climax, unfortunately it’s too predictable by the time it arrives.

For a movie based on a J.K. Rowling screenplay, I expected to hear dialogue that would live up to the standards set by the *Harry Potter* saga, such as Sirius Black’s conversation with Harry — “We’ve all got both light and darkness inside us. What matters is the part we choose to act on. That’s who we really are.” — or Dumbledore’s encouraging words at the welcome dinner — “Happiness can be found, even in the darkest of times, if one only remembers to turn on the light.” After all, according to Rowling, “Words are, in my not-so-humble opinion, our most inexhaustible source of magic.” However, the audience is only rewarded with recycled quotes from the *Harry Potter* franchise such as, “We must all face the choice between what is right and what is easy,” and, of course, the most famous one-liner: “Always.”

Redmayne brings Scamander to life by portraying a variety of emotions in an engaging fashion, so we laugh when Scamander laughs and are confused when he is. Law and Fogler get to explore different shades of their characters, which we have not seen in prior movies of the *Fantastic Beasts* franchise. Law showcases his conflicting feelings of love and pain flawlessly, while Fogler explores the much quieter and angrier side of Kowalski. Mads Mikkelsen is given the most challenging job playing Grindelwald. Johnny Depp (who played Grindelwald in the first two films of the franchise) gave audiences an unforgettable vision of the character, requiring Mikkelsen to forge his own legacy in the franchise. Indeed, Mikkelsen played his part to perfection and portrayed Grindelwald so tangibly that any memory of Depp’s Grindelwald was quickly dispelled. Mikkelsen’s Grindelwald is more serious and fearsome than Depp’s thanks to his ice-cold demeanor, especially when he commands his associates or gauges whether he can trust a stranger who wants to be his follower.

While *Fantastic Beasts: The Secrets of Dumbledore* does not surpass any of the movies from the *Harry Potter* franchise, it delivers a more focused plot and a reasonable climax that leads well into the next films compared to its predecessor, *Fantastic Beasts: The Crimes of Grindelwald*. Although slow and predictable, the movie is sure to reconjure memories of Hogwarts, especially once John Willam’s *Harry Potter* theme plays.



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THE HOME PAIGE

By Paige Bright
CAMPUS LIFE EDITOR

"I never really saw myself as someone who 'goes with the flow.' More so, I saw myself as someone who can follow a sequence of steps. In this way, the steps become much less apparent in university, as everyone is on their own little path. Here's the thing that I failed to realize until this year: sure making the path can be scary, but once it's there? You just take the next step."

One foot in front of the other.

And these paths could've led to completely different *lives*.

bumpy and messy and I would've cartoonishly rolled for a quarter of a mile before coming to a stop. But I would stand up, dust it off, and hopefully *hopefully* be somewhere I'm happy.

I feel like I've been running. There's a sharp pain below my ribs as I see the finish line just a few feet ahead. Then a few feet further. Just finish this week. Then the next. And I wonder,

Fall 2021

Naturally, the second question is harder to answer. The role models in my life walked so I could run. And though I don't quite know where I want to ultimately end up, I just keep thinking about this line:

So I just keep going. I'll get a Bachelor's here in two years. Go to graduate school. Get a PhD. Get tenure. And teach.

How long until I feel comfortable catching my breath?

Playing an online game of chess with a
'24. Sitting down with a café au lait. The slow
transition to being an upperclassman.

Some moments guide us a bit further along. They either make the transition easier or signify that something is changing. Orientation turns high schoolers into freshmen and Ring Delivery turns underclassmen to upperclassmen. Delivery arguably didn't feel like a *necessary* transition, but I could feel myself changing.

"Do I keep running? What does that look like?"

I can't just keep adding extra classes to my workload; I won't let myself. When do classes turn into research? When does learning turn into teaching? Advising into mentoring? I see these qualities in a lot of my friends who are graduating, and I don't know how they got to that point. I hope this is a smooth transition, but I can't even picture how it happens.

Work-life balance

By Paul E. Schindler, Jr.

As a result, at 1 p.m. on Jan. 8, 1971, I met with my freshman advisor, Professor Anthony Sinskey. He gave me my evaluation sheets, and informed me that my grade report was as expected: four passes and one incomplete, in 18.01.

"That can be done, you know. This is really a pretty easy school to slip by, if that's all you want."

Upon reconsideration, I decided that I was getting more from my activities than my academics, and the most I could do was move to a 70/30 split, which I did.

“Yes,” he said. “You are an anomaly, but that isn’t relevant to your question. You are the only member of the Class of 1974 whose verbal SAT was higher than their math.” Turns out that was a common

join @ tech.mit.edu

Almost

Solution, page 8

3			6		7	4	2	
2					9			5
		7				3		6
		5			8			1
	2						8	
8			5			2		
4		8				1		
1			8					7
	6	3	9		1			2

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

Summer!

Solution, page 8

48x			20x		3
	216x				5
11+		4x		40x	
	1-		3		6x
5÷		15x	6+	1	
	6			6x	

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–6. Follow the mathematical operations for each box.

Free and Easy by Sally R. Stein

Solution, page 8

ACROSS

- 1 Elegant party
5 Corrosive liquid
9 “The Red Planet”
13 Unhappy, loud spectator
14 Secret message
15 Keep __ (be persistent)
16 Size bigger than Medium
17 50%
18 Community recreation center: Abbr.
19 Decide to participate
20 User of FREE weights in a gym
22 Small pouch for pekoe
24 Female deer
25 Sci-fi author Asimov
28 Group of seven musicians
33 TV psychologist Dr. __ McGraw
36 Merit badge earner
38 Rant and __ (show anger)
39 German auto
40 Have a meal
41 Unseal, as an envelope
42 “Have __ news for you!”

- 43 Luggage attachment with your name
45 Shipped off
46 Have faith in
48 Good for cutting with
50 Tool to move a rowboat
52 Strengthen, informally
56 Get a FREE ride using your thumb
62 Remote-control aircraft
63 Vicinity
64 Home for Eve and Adam
65 Becomes less hot
66 Person giving a party
67 Mellowed, as wine
68 Accountant’s inspection
69 Insects in a pantry
70 Ink-filled implements
71 Whisper for attention

DOWN

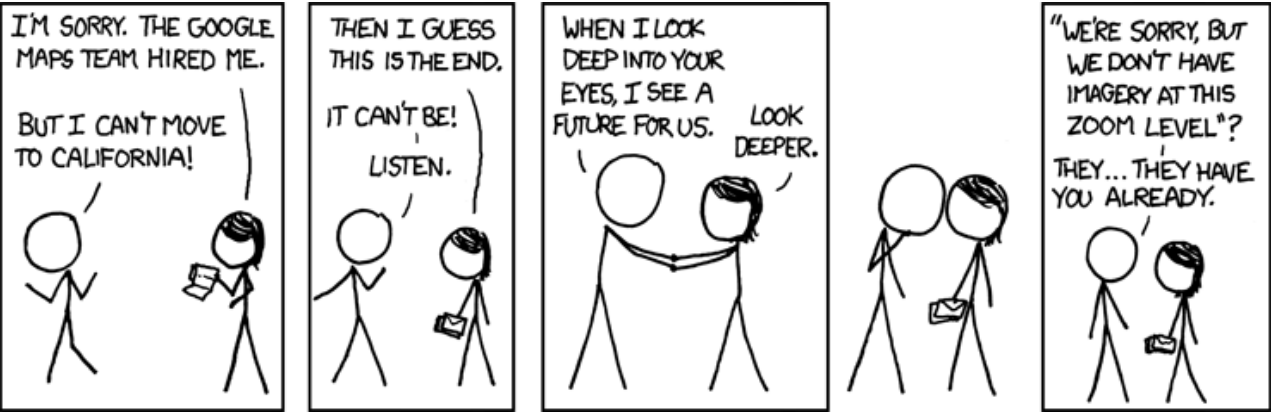
- 1 Blow one’s top
2 Major blood vessel
3 What EASY-to-read handwriting has
4 Indoor sports venues

- 5 Have sore muscles
6 Persuade gently
7 Loafed around
8 Clear off ice from a windshield
9 Polite request for permission
10 Bank’s cash dispensers: Abbr.
11 Grain found in sushi
12 Have the lead role
13 Ink smear
21 So-so grade
23 Auto fuel
26 Scored 100% on
27 Layers of paint
29 On EASY street
30 Roll of sticky cellophane
31 Get __ (exact revenge)
32 Canvas shelter for camping
33 Two aces or jacks
34 Enormous
35 Revered entertainer
37 Salt Lake City’s state
43 Piled carelessly
44 Yak and yak and yak

	1	2	3	4		5	6	7	8		9	10	11	12
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- 47 __ and aah
49 Railroad’s baggage handler
51 Chain of hills
53 Fruits, meats, cookies, etc.
54 Without illumination
55 Nuisance
56 “Very funny!”
57 Clothes-pressing appliance
58 Try out, as a product
59 Leopards and lions
60 Highly perceptive, as vision
61 Conclusions

[489] Going West



Listen, they request that you stop submitting a listing for your house labeled 'WHERE YOU BROKE MY HEART'.

